DOCUMENT RESUME

ED 100 876 SP 008 792

AUTHOR Clothier, Grant
TITLE S.I.T.E. Expanding Educational Horizons; A Report on The Suburban Intercultural Teacher Education Program.
INSTITUTION Midwest Educational Training and Research Organization, Shawnee Mission, Kans.; Shawnee Mission Public Schools, Kans.
NOTE 36p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Interdisciplinary Approach; *Minority Group Teachers; *Preservice Education; Program Evaluation; Student Teachers; *Suburban Schools; *Teacher Education
IDENTIFIERS *SITE; Suburban Intercultural Teacher Education Program

ABSTRACT

The Suburban Intercultural Teacher Education (SITE) program was initiated in January 1973 in the Shawnee Mission, Kansas Public School System. The primary goal of the program was to prepare minority teachers to cope effectively with the problems of teaching in a suburban school environment. It was believed that the program could prepare minority student teachers for the "cultural shock" of living and teaching in a suburban setting and also give an opportunity to suburban students to see people of a minority group in a nonservile role. The program runs for 16 weeks and is reality oriented and suburban based. The interdisciplinary staff of the program consists of a sociologist, mental health specialists, and teacher educators. Conceptualization of the SITE program activities was based on thoroughly tested procedures drawn from the nationally recognized Cooperative Urban Teacher Education (CUTE) program. (The document presents a program rationale, a description of program content, a scope and sequence calendar, and a description of the program assessment. Tables include analyses of the following tests used in the evaluation component: Personal Orientation Inventory, Community Perceptions Inventory, and Interpersonal Perception Method. A bibliography is included.) (JA)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 100876

S.I.T.E.

Expanding Educational Horizons

A report on the Suburban Intercultural Teacher Education Program

Grant Clothier,
DIRECTOR

MIDWEST EDUCATIONAL TRAINING & RESEARCH ORGANIZATION
4102 Homestead Drive
Shawnee Mission, Kansas 66208

SP005 792

METRO

SM TEACHER - STUDENT - PARENT
SHAWNEE MISSION SCHOOLS

ACKNOWLEDGEMENTS

It would be impossible to acknowledge the contribution of every individual who played a part in the Suburban Intercultural Teacher Education program. Many community residents provided transportation for program activities and opened their homes to students during each semester. Their contributions served as a bridge to a better understanding of the suburban community.

Special recognition should be given to the Kansas City Association of Trusts and Foundations. Their support made possible the planning and implementation of the initial test and the publication of this report. The encouragement and financial support of the Hallmark Foundation is also gratefully acknowledged.

Dr. Arzell Ball, Superintendent, and key administrative personnel from the Shawnee Mission School District gave outstanding cooperation and support to the venture. For a public school system to invest time and resources in a project whose content is rightfully the responsibility of teacher education institutions is most unusual.

Members of the interdisciplinary instructional team merit particular mention. Rosalind Autenreith, Shelia Dahling, Shawnee Mission SITE Directors and education specialists; Curtis Franklin, M.D., and Irving Kartus, M.D., mental health specialists; and Carlos Vasquez, staff sociologist; made invaluable contributions in planning and carrying out the program.

David Westbrook, Director of Communications, and his staff at the Shawnee Mission School District, and Stephanie Leach of the M.E.T.R.O. staff deserve credit for preparation of the manuscript. Cover design is by Patricia Clothier. My thanks to all.

G.M.C.

PREFACE

The Shawnee Mission School District encompasses a 72-square-mile area in Northeast Johnson County, Kansas, the second wealthiest county in the United States. With 66 schools and a budget of over 51 million dollars, the school district offers the most modern of educational programs for about 42,000 students — and they're nearly all white. Why then, should the Shawnee Mission School District — a school system whose minority students comprise less than 2.1 percent of the total school population — be interested in establishing a program to recruit, train and eventually hire minority teachers? To answer that question, we need to return to the fall of 1972 when the Shawnee Mission Board of Education passed a resolution urging the administration to increase its efforts in hiring qualified minority teachers.

Unlike similar actions in other school systems throughout the United States, the Board resolution was not designed to pacify community pressure or necessarily create a show of good faith to any specific federal or judicial agencies. Rather, it came because the Board of Education recognized the importance of exposing students to a diversity of educational experiences so they might be better prepared to live in a country whose society is becoming increasingly pluralistic and whose future social problems will be solved by building respect and understanding for individual differences — not by retreating or becoming isolated from them.

In its two years of operation the Suburban Intercultural Teacher Education (SITE) program has prepared numerous minority student teachers for the "cultural shock" of living and teaching in a suburban setting. Several of the teachers trained through the program have been hired by Shawnee Mission and are rapidly becoming recognized as outstanding in the field of education.

The SITE student teacher program has been enthusiastically accepted by our community, staff and Board of Education as being a constructive endeavor which has the ultimate goal of improving educational opportunity for every student. While it would be premature and folly to boast of widespread attitude changes among students, staff and community, we can say the Shawnee Mission School District has a good, solid beginning at helping students confront the challenge of a pluralistic society.

CONTENTS

INTRODUCTION 1
PROGRAM RATIONALE 2
PROGRAM CONTENT 7
SCOPE AND SEQUENCE CALENDAR 10
PROGRAM ASSESSMENT 14

Subjective Evaluation Measures 14
Objective Evaluation Measures 15
Summary of Subjective Measures 17
Summary of Objective Measures 22

TABLE 1 – Personal Orientation Inventory (POI) 24
TABLE 2 – Community Perceptions Inventory 25
TABLE 3 – Interpersonal Perception Method 27
BIBLIOGRAPHY 30

THE SUBURBAN INTERCULTURAL TEACHER EDUCATION PROGRAM

INTRODUCTION

The Suburban Intercultural Teacher Education (SITE) program was initiated in January, 1973, in the Shawnee Mission, Kansas Public School System. The primary goal of the program was to prepare minority teachers to cope effectively with the problems of teaching in a suburban school environment.

The Shawnee Mission School District assumed leadership in carrying out the program. Additional financial support for program development came from the Kansas City Association of Trusts and Foundations. Grant Clothier conceptualized the training program and served as Program Development Specialist. Seven students from Langston University, Lincoln University and the University of Arkansas, Pine Bluff participated in the original project.

Although no systematic assessment was made of the initial program, staff members and Shawnee Mission administrative personnel felt the concept was sound and deserved further application. Consequently, a second program was carried out during the second half of the 1973-74 academic year. This effort was made possible by a grant from the Hallmark Foundation and continued support by the Shawnee Mission School District. Three black elementary students from Lincoln University and one black social studies student from the University of Kansas participated in the training activities. All were in their final semester of a teacher education curriculum.

This monograph describes the rationale for this unique project, its operation, and some of the findings which appear to have significant implications for the preparation of minority teachers for suburban school systems.

PROGRAM RATIONALE

The program evolved from the growing realization that not only could minority teachers contribute effectively to the education process in suburban schools, but that legal pressure may be used to require such employment. Although the busing of pupils has become so enmeshed in emotional, political, and legal considerations that little constructive action toward increased multi-ethnic understanding is occurring, there is relatively little opposition to the desegregation of teaching staffs. Regardless of the outcome of the pupil desegregation issue, it seems certain that increased numbers of minority teachers will be employed in previously all-white suburban districts.

Potential benefits accompany this promise of expanded opportunities for minority teachers. Our society will benefit from efforts to enhance multi-cultural learning. Suburban pupils will gain a broader understanding of our pluralistic society through interaction with minority teachers in the classroom. Many negative stereotypes may be disproven. Certainly minority teachers have a moral as well as a legal right to practice professional skills wherever vacancies occur.

Serious dangers also accompany this change. Minority teachers employed in suburban schools often feel rejected by white colleagues and risk rejection by former friends when in their social groups. Such feelings of alienation encourage the maintenance of segregated society. A further danger exists. White teachers are rarely blamed for failure to cope with the unfamiliar environment of an inner-city school. However, when minority teachers fail to succeed in a suburban school for similar reasons, the tendency to use the negative stereotype of "innate inferiority of minorities" will undoubtedly be used by suburban dwellers unsympathetic to any desegregation efforts.

Evidence indicates suburban children are, in some ways, culturally disadvantaged. The child who grows up in a suburb with its emphasis on economic status and conformity, and never has come in contact on a personal level with anyone of a different race or ethnic group, is not prepared to live in or solve the problems of a pluralistic society.[2] There is little opportunity for the suburban child to see people of a minority group in any but a servile role. A theme written by a freshman college girl who grew up in a wealthy suburb of Pittsburg illustrates this point.

BEST COPY AVAILABLE

> In Mt. Lebanon, the only Negroes I saw were cleaning women waiting for a bus. My high school teachers assumed we would all on graduation enter a world similar to Mt. Lebanon, so protected us from the sordid. We lived in an ivory-tower, culturally deprived community, where the church admitted one Negro family as a token show of brotherly love but would shudder if a member of the congregation were to marry a Negro.[7]

A study made of white pupils in suburban secondary schools in Jackson County, Missouri, showed that few pupils in a sample group reported meaningful contact with blacks. The majority neither knew more than one black person well, nor had a single black friend their own age.[13]

Cultural isolation and stereotypes of this nature are detrimental to all segments of society. Persons who have been closely associated with this problem conclude positive results accrue from meaningful relations with someone from a different race or culture. Bernard Watson, Philadelphia's Deputy Superintendent for Planning, states, "I don't think furthering the acceptance of the black educator within the profession has anything to do with ethics or morality. It's a pragmatic fact that white children need to be taught to understand that blacks are people, just like anyone else. And an integrated staff will help put this lesson across to everyone."[8] Another educator, Dr. Dan Levine, Director of the Center for the Study of Metropolitan Problems in Education, University of Missouri at Kansas City, says, "The most distressing result of separation is that it prevents whites from understanding what it is like to live in a ghetto."[14] Dr. Norma Jean Anderson, Consultant for Intercultural Education in the St. Paul Public Schools reports, "It was felt that students both black and white needed more than just mixing. They needed teachers of various racial backgrounds in the classroom."[1]

A study was made of the impact of integrating faculties in areas where de facto segregation existed among the pupils. They found that the attitudes of teachers towards biracial situations seemed to be an added variable in the praise-criticism dimension of teacher behavior. This report indicated that classes in which the teacher's race differed from that of the pupils had more praise and less criticism on the part of the teacher. As a result the pupils seemed more motivated to achieve.[4]

Schools have begun to react to this problem. In an opinion poll conducted by **Nation's Schools** and reported in May, 1970, based on a five per cent proportional sampling of 14,000 school administrators in 50 states, it was found that 42 per cent saw possibilities for recruiting black teachers as opposed to 32 per cent two years previously.[15]

BEST COPY AVAILABLE

Apparently the courts will insist on playing a role in this matter. In San Francisco, eight days after the United States Supreme Court gave its ruling on the Swan vs. Charlotte-Mecklenburg Board of Education case, Judge Stanley A. Weigel ruled that the doctrine handed down by the Supreme Court applied to non-Southern schools as well as those states where segregation had been legally required. He directed the San Francisco School System to procede immediately with desegregation plans. Three of the guidelines set up apply specifically to teachers:

3. Establishment of practices for hiring of teachers and administrators which will effectively promote racial balance in the respective staffs.
4. Establishment of practices for the assignment of teachers and administrators which will effectively promote racial balance of the respective staffs in each school.
5. Establishment of practices for the assignment of teachers and administrators which will effectively promote equalization of competence in teaching and administration at all schools.[19]

Other cities in which courts have found discriminatory practice in teacher assignment are Pasadena and Oxnard, Calif; Las Vegas; Denver; South Holland, Ill.; Indianapolis; and Detroit, Pontiac and Kalamazoo, Mich.[9]

Recruiting or reassigning black teachers to white schools may be ordered by the courts, but accomplishing this in a way which is beneficial not only to the children but the professional person as well requires careful evaluation and systematic planning for an effective solution to the problem.

Since desegregation of schools began in the fifties, many teachers have crossed over the racial barrier. The literature indicates that for many, the experience has been not only traumatic, but in some instances made them feel compelled to leave the teaching profession. Clifton Claye, Texas Southern University, made a study of white and black cross-over teachers. One area investigated was problems of black teachers in a white school. He listed the ten most prevalent problems reported by the black teachers as:

1. Social isolation of cross-over teachers
2. Discipline and classroom control
3. Negative parental reaction as reflected and/or expressed in student behavior
4. Unfamiliarity with students' backgrounds, race, and/or language

5. Working with students who have more parental support, resources and enrichment experiences than those of previous classes

6. Gaps in communication between teacher and teacher

7.-9. (tied) Working with students who have less parental support, resources and enrichment experiences than those of previous classes

Parental and community rejection as reflected in attitudes and behavior towards teacher

Rejection because of parental expectations as reflected in student behavior

10. Gaps in communication between principals and teachers.[5]

The study further suggests that the two races co-exist with separate cultural patterns, mores, and standards of behavior, thus making it difficult for them to understand and appreciate each other. The problem is further compounded because the black feels rejected by his peers in the white school and upon his return to his own community is avoided by former friends. Such feelings of alienation result in a tendency for minority teachers to elect to remain within their segregated society.[5]

No systematic effort to develop a comprehensive model for training minority teachers to work in non-familiar school environments has been reported. However, some school systems have tried to solve this problem with summer workshops and in-service training. Studies indicate there has been a general improvement when this has been attempted. In 1969, there was a summer institute to improve human relations between black and white school personnel by Duplin County Board of Education at Kenansville, North Carolina.[11] Another project took place in the Chattanooga, Tennessee Public Schools in 1967. In this project, staff desegregation took the form of interracial team teaching. Three methods of inservice training were employed; workshops for teachers and principals before the opening of school; planning and evaluation sessions during the school year, and on-the-job training in daily sessions with resource teachers. At the end of the year in a one-day evaluation session, the teachers reported "comfortable" interracial relations had developed among the teachers of the teams.[17]

A similar project was undertaken in the summer of 1973 by the Grand Rapids, Michigan Public School System. Acting under a court order to desegregate school faculties, the Grand Rapids system implemented a five-day community understanding to prepare teachers affected by the decision to work effectively in their new assignments. An evaluation of the workshop showed that:

1. Teachers newly assigned to schools in the inner city were more positive in the perceptions of their respective environment at the end of the workshop than they were at the beginning.

2. Inner-city teachers assigned to outer city schools viewed the outer-city environment in a very positive manner both before and after the workshop, but frequently viewed it less positively at the conclusion than they did at the beginning.

The report concluded that workshop participants "apparently attained more realistic and less stereotyped perceptions of the school environments in which they will be teaching in 1973-74." This conclusion was substantiated by a statement by school administrators of a harmonious and productive school year in spite of staff transfers.

With these considerations in mind and because of the urgent necessity to insure the success of teacher desegregation, it seemed essential that a program to prepare minority teachers for suburban schools be carefully formulated and thoroughly tested.

PROGRAM CONTENT

Conceptualization of the SITE program activities was based on thoroughly tested procedures drawn from the nationally recognized Cooperative Urban Teacher Education (CUTE) program.[6] This program has been singularly successful in preparing teachers for inner-city schools. It is based on the premise that individuals act in a given situation according to their perceptions of that situation, but that their perceptions are based on a lifetime of prior experiences and their interpretations of these experiences. This premise seemed equally appropriate for the SITE program and would necessitate a field-based program where participants could engage in activities and be confronted with experiences from which realistic perceptions could be developed concerning the environment and life styles of suburban children.

Objectives

A 16-week, reality oriented, suburban based program was designed for the preparation of prospective minority teachers. The primary objectives of the training program were to:

1. Facilitate participant self-understanding of anxieties, insecurities and prejudices;
2. Enhance participant understandings of pupils' environment;
3. Equip participants with teaching skills appropriate for suburban pupils; and
4. Enable participants to integrate these skills and understandings into behavior patterns which will prepare them to cope with suburban classroom situations.

Procedures

To conduct a program to achieve the objectives stated above, an interdisciplinary staff consisting of a sociologist, mental health specialist and teacher educators was utilized. Three of the staff had had prior involvement with the CUTE program and one was an experienced teacher from the Shawnee Mission School System. The staff was viewed as a microscopic "United Nations" because of its varied ethnic origins. One Mexican-American, one black American, one first generation Russian-American and two white Americans worked cohesively as a developmental staff.

The staff was guided by certain basic considerations. For example, it was realized that students entering the SITE program had completed most of their teacher education sequence of courses. Thus, the teacher education component sought to provide a general set of concepts pertinent to the development of teaching skills, with particular attention directed toward the problem of teaching in a suburban school.

Students were not arbitrarily forced to accept a particular set of educational principals. Rather, they were presented with a variety of alternate assumptions concerning the teaching-learning process and required to select a course of action consistent with the assumptions they might make. Similarly, they were not forced to accept a specific set of teaching strategies, but were required to analyze systematically different teaching styles and to develop individual strategies in harmony with the teaching-learning assumptions they had accepted.

Activities such as analysis of films and video tapes, live classroom observations and micro-teaching were geared to the major concepts under consideration at any given time. Participation in field activities and seminar topics were conducted in relation to student concerns. Students were free to question, disagree with, take issue with, or ask for clarification from staff members at any time.

The sociology component was designed to aid the prospective teacher in exploring social systems which influence suburban life and the educational setting. Students were encouraged to examine this community and its socio-cultural institutions in terms of the impact on residents generally and pupils in particular. Attention was given to the ways in which these factors affect the personal growth of both teachers and pupils. Students were encouraged to examine these forces to determine how they might be utilized to effect a more realistic education for the suburban child. Thus, the sociology component not only looked at what is, but posed the broader question of what society could or should be.

Field activities solidified, in a supplementary and complimentary fashion, the concepts discussed in seminars. To a large extent these activities were designed to minimize culture shock, aid students in interpreting the community through the eyes of pupils, and provide an experiential base for applying seminar concepts to field observations.

The mental health component was based on the conviction that an insecure teacher is incapable of fulfilling adequately the role of a professional teacher. Competent teachers must be emotionally mature, they must understand their own prejudices, attitudes toward authority and defense mechanisms. This self knowledge was seen as a prerequisite to understanding pupils and to encouraging their growth toward self understanding.

Three main goals were pursued in the mental health component:

1. To help students discover and discuss unresolved feelings about themselves and their relations with those around them (peers, parents, teachers, etc.).
2. To support students personally and professionally and to help maintain their morale at an optional level, particularly during student teaching.
3. To teach students as much as possible during the semester about the emotional and psychological development of the child.

These activities were carried against the backdrop of minority students living and working in an unfamiliar suburban environment. Content was focused on problems verbalized by seminar participants growing out of classroom and community encounters. Seminars were free-floating discussions in which students were free to state a problem, ask for help, assist others with suggestions or advice, or take up professional, administrative or personal issues. The mental health instructor tried to keep discussions focused on the main issue and acted as a resource person when requested or when specific technical information was needed.

The program format for all components typically provided for a seminar period to introduce a significant problem or raise questions; for field experiences where opportunities were provided to gather first-hand data; and for a further seminar session to analyze data gathered from the experiences and draw tentative conclusions. The content developed by the interdisciplinary staff was then integrated into a tentative scope and sequence calendar of program activities which served as the blueprint for carrying out program content.

Tentative Scope & Sequence Calendar for the SITE Program

Monday	Tuesday	Wednesday	Thursday	Friday
First Week:				
A.M. Mental Health	**A.M. Mental Health**	**A.M. Mental Health**	**A.M. Education**	**A.M. Education**
Awareness Session Program Overview	What's in the program for me? How do I feel about being here?	Panel Minority Authority figures How do I see myself in an authority role?	Observe in assigned school	Observe in assigned school
P.M. Mental Health		**P.M. Education & Sociology**		
What are the societal problems that cause us to be here? Build strawhouse	How do I see the majority culture? How do I think they see me?	Introduction Activity I The school in society Discussion: Trouble in River City	4:00 **Mental Health**	3:30 **Education** Conclude Activity I
Second Week:				
A.M. Sociology: Conclude Activity I Introduce Activity 2 Employment	**A.M. Education** Observe in assigned schools	**A.M. Sociology** Economic Life of the community	**A.M. Education** Introduce Activity 3 Analysis of Teacher Behavior	**A.M. Sociology** Administration Bldg. tour – employment opportunities Conclude Soc. Act. 2
P.M. Education: Introduce Activity 2 "The Classroom and the Learner?"	P.M. Focus: Teacher attitudes 3:30 – Conclude Edu. Activity 2	**P.M. Sociology** Field Analysis	**P.M. Education** Analysis of Teacher Behavior – Practical work	P.M. Evaluation conferences
4:00 **Mental Health**			4:00 **Mental Health**	

Monday	Tuesday	Wednesday	Thursday	Friday
Third Week				
A.M. **Sociology**	A.M. **Education**	A.M.	A.M. **Education**	A.M. **Education**
Introduce Activity 3 Welfare and Health Care Systems	Seminar: Continue inquiry skills seminar	Observe in assigned schools	Reactions to observations. Conclude Activity 4	Introduce Activity 5 Problem Indentification Skills
P.M. **Education**	P.M. **Sociology**	P.M.	P.M. **Sociology**	P.M.
Introduce Activity 4 Inquiry Skills	Field Analysis of Welfare and Health Care Systems	Focus: Teaching styles	Conclude Activity 3 Health and Welfare Care Systems	
4:00 **Mental Health**			4:00 **Mental Health**	
Fourth Week:				
A.M. **Education**	A.M.	A.M. **Education**	A.M. **Sociology**	A.M. **Education**
Continue Problem Identification Skills	Observe in assigned schools	Reaction to observations	Conclude Activity 4	Microteaching
		Sociology – Field Analysis of Legal and Political Systems	Legal and Political Systems	
P.M. **Sociology**	P.M.	P.M.	P.M. **Education**	P.M.
Introduce Activity 4 Legal and Political Systems	Focus: Problem identification		Plan teaching segment for microteaching	Evaluation Conferences
4:00 **Mental Health**			4:00 **Mental Health**	

11 96

Monday	Tuesday	Wednesday	Thursday	Friday	Sat. & Sun.
Fifth Week: A.M. Education Introduce Activity 6 Probing and Reinforcement Skills	A.M. Education Observe in assigned schools	A.M. Education Reactions to observations Seminar: Hypothesizing Skills	A.M. Sociology Reactions to Field Analysis Prepare for week-end "Live-In"	A.M. Education Microteaching	Week-end "Live-In"
P.M. Sociology Introduce Activity 5 Housing Systems Community Panel 4:00 Mental Health	Focus: Probing and Reinforcement Skills	P.M. Sociology Field Analysis of Housing Systems	P.M. Education Plan Microteaching Segment 4:00 Mental Health		
Sixth Week: A.M. Sociology Conclude Activity 5 Introduce Activity 6 Religious Systems	A.M. Education Observe in assigned schools	A.M. Education Reactions to observations Seminarization Skills	A.M. Education Initiate Unit Plans for Student Teaching	A.M. Education Microteaching	Visit Church in Community
P.M. Education Introduce Activity 7 Summarizing 4:00 Mental Health	Focus: Summarizing	P.M. Sociology Religion in Community Life Panel of Ministers	P.M. Education Plan Microteaching Segment 4:00 Mental Health	Evaluation Conferences	

Monday	Tuesday	Wednesday	Thursday	Friday
Seventh Week:				
A.M. **Sociology**	**A.M. Education**	**A.M. Education**	**A.M. Education**	**A.M. Education**
Conclude Activity 6	Individualization	Observe in assigned schools	Individualization Plans Du Lesson Planning for Student Teaching	Unit Plans for Student Teaching
P.M. Education	**P.M. Education**		**P.M. Sociology**	**P.M. Final Conference**
Introduce Activity 8 Individualization	Individualization	Focus: Preparation for Student Teaching	Community Analysis	Evaluation of Activities
4:00 **Mental Health**		Visit Resource Centers of Buildings	4:00 **Mental Health**	

Weeks Eight through Sixteen: Full-time Student Teaching with bi-weekly Mental Health Seminars

BEST COPY AVAILABLE

PROGRAM ASSESSMENT

A. *Evaluation Measures*

Although the ultimate determination of program success is the performance of minority teachers in suburban classrooms, it is important to gather as much information as possible regarding program operation and participant progress during the training period. Thus, data were collected to permit inferences to be made regarding program effects on participants and their ability to demonstrate certain skills related to desired classroom performance.

Data collection consisted of the following:

1. *Subjective measures*

   a. *Weekly Reaction Reports.*

   Participants were asked to give their impressions of the instructional activities of the previous week during the first eight weeks of the program. Their evaluation of the importance of each activity was solicited as well as the overall impact of the program.

   b. *Staff Evaluation Reports*

   Each staff member evaluated the extent to which participants attained program objectives. Based on these evaluations, recommendations were made to the Shawnee Mission School District concerning participant qualifications for employment in the system.

   c. *Supervising Teacher Ratings*

   Each supervising teacher completed an extensive rating inventory on her/his student teacher. This report was related to student teacher performance in the assigned classroom.

BEST COPY AVAILABLE

2. *Objective measures*

Objective measures were administered on a pre-post test basis to determine program effects on certain participant characteristics. The following instruments were used:

a. *The Personal Orientation Inventory (POI).*

The Personal Orientation Inventory is a standardized psychological inventory which assesses the degree to which one can be classified as a "self-actualized" person. The instrument is based on psychologist Abraham Maslow's concept of the self-actualizing person who is seen as utilizing all of his unique capabilities and is free of inhibitions, thereby living a more enriched life than the average person. The inventory consists of 150 two-choice, mutually exclusive, value and behavior judgements. POI items are purported to be non-threatening to examinees. Fourteen sub-scales and two ratio scores are delineated for the inventory:

Time Incompetence (T_I) – The time incompetent person lives primarily in the past, with guilt and resentment, and/or in the future, with idealized goals, expectations and fears.

Time Competence (T_C) – The time competent person lives primarily in the present, less burdened by guilts and with full awareness and ability to tie the past and the future meaningfully to present working goals.

Time Ratio (T_I/T_C) – Degree to which one is "present-oriented."

Other Directedness (O) – Degree to which an individual's mode of reaction is oriented toward his or herself.

Support Ratio (O/I) – Degree to which reactivity orientation is basically toward others or self.

Self-Actualizing Value – Degree to which an individual holds and lives by values of self-actualizing people.

Existentiality – Degree of one's flexibility in applying self-actualizing values or principles to one's life.

Feeling Reactivity – Degree of sensitivity to one's own needs and feelings.

Spontaneity – Ability to react spontaneously or to be oneself.

Self-Regard – Ability to like oneself because of one's strength as a person.

Self-Acceptance – Acceptance of oneself in spite of one's weaknesses or deficiencies.

Nature of Man – Degree to which one sees man as essentially good.

Synergy – Ability to see opposites of life (such as work and play or selfishness and selflessness) as being meaningfully related.

Acceptance of Aggression – Ability to accept anger or aggression within oneself as natural.

Capacity for Intimate Contact – Ability to develop meaningful, physical realtionships with other human beings.

b. Community Perceptions Inventory

This instrument is a semantic-differential type inventory which assesses participant perceptions of the community under investigation. It consists of 10 different dichotomous terms related to each of four general community characteristics – social, physical, economic and educational.

c. Interpersonal Perception Method (IPM)

Because of the unique nature of the program, supervising teachers and participants were provided training manuals, "Enriching Student Teaching Relationships," designed to improve communication and enhance interpersonal relationships. Feelings of distance, defensiveness and discomfort frequently are reported by teacher candidates and supervising teachers in conventional programs. It was

hypothesized that such feelings might be even greater in the STEP program and special assistance would be needed. This instrument measured the impact of the program on the interpersonal perceptions of participant and supervising teacher. The responses were elicited at three levels:

1) How true do you think the following are?
2) How would he/she answer the following?
3) How would he/she think you have answered the following?

The instrument thus assesses how each person in the dyad perceived the "accuracy" or "truth" of a concept, their perception of the others' perception and their perception of the others' perception of them.

B. Summary of Subjective Measures

Data of this nature are impossible to quantify. However, some participant reactions are extremely revealing. For example, one participant's major expressed concern during the first two weeks of the program was the fear suburban police would arrest him simply for being in the suburban community. A second participant voiced anxiety over required walk tours through the community. She commented, "We have a problem. We don't have cars and there's no public transportation like we're used to. And I'm afraid to walk in Shawnee Mission." On the surface these fears may seen groundless – even bordering on paranoia. However, a minimum of investigation will reveal that black people have learned well the lesson that, unless they are dressed in a service uniform or as a maid, they simply do not walk or drive in many suburban communities.

Another student was awed by the informality of the seminar leaders. She reacted, "I was surprised that Dr. Kartus wanted us to call him by his first name, it almost blew my mind – it was a trip. I don't think I could."

The initial classroom observations were an educational highlight. One participant's reaction revealed not only a motive for enrolling in the program, but also a limited perspective of human behavior:

> The one most important thing I learned during my two days observing in the classroom was that kids are kids and they're all the same. The only difference is that they all come in different sizes, shapes and colors.

> One of the reasons why I decided to do my student teaching in the SITI program was so that I could get away from the ghetto schools where the discipline problem is a **problem**, and teach in the suburban schools where kids supposedly spoke when spoken to, sit up straight in their chairs and attended class every day. By Friday, I realized that I ran right into what I was trying to run away from – there's no place to run.

Participants also viewed the community tour as significant. It was startling to learn that the two students who had lived their entire lives in Kansas City – within 10 miles of Shawnee Mission – had never seen the community. One participant commented: "The tour gave me an insight into the community, an idea of the kind of people I will be working with. It also broadened my scope of how the community ranges from wealthy to welfare."

After seeing some of the older sections of the community, participants agreed the inner-city communities to which they were accustomed had homes as nice as they were observing. Perhaps the reaction, "Finding out that Shawnee Mission had poor people on welfare was the educational highlight of the tour," – best summarizes the impact of this particular field experience.

During the second and third weeks of the program, participants reacted primarily to the socio-cultural experiences. They were amazed at the range of apparent minority employment opportunities – "I think the minority group is in demand. . .I feel this is an opportunity to get good jobs and to meet people of different cultural backgrounds." – and compared seminar presentations with field experience, "I could relate what Carlos said to what the different staff members of the public health centers were saying."

As the program progressed, participant reactions began to reflect their involvement on classroom situations. One student reported:

> My reaction to Highland School this week was that I have been accepted, and everyone that I have come in contact with thinks highly of me. The students admire me and we work very well together inside and outside of the class. They (whole school) have really made me feel a part of the school already. The parents that I have met have been beautiful, respectful and concerned.

At about this point one incident occurred that emphasized the importance of the mental health component. A female student came to the mental health seminar obviously agitated. She reported that a white, married student teacher had, in front of a number of teachers in the lounge, asked her for a date while his wife was out of town. Since she had never been approached by a white man before, she was visibly upset. Her comment was, "I wouldn't have been surprised if a black man had done this, but I didn't think a married white man would do such a thing!"

The entire session dealt with her anxiety. The mental health specialist was able not only to help reduce the anxiety level of this particular student, but also to help other participants develop generalizations regarding potential problems of a similar nature and alternative strategies for dealing with them.

By the end of the fifth week, after spending a weekend in the home of white, suburban residents, participants were able to react openly to some of the social and economic pressures impinging upon their lives. Coming to a Monday seminar meeting, the staff was greeted with the following message written on the chalkboard:

Dear Staff:	Important!!!
1. Tired of white folks	1 student
2. Didn't like the live-in	2 students
3. No social activities	2 students
4. Don't like 4:00 meetings	1 student
5. Dislike microteaching	1 student
6. We (all) want to get paid!!!	

Participants were quick to emphasize the fact they had no particular animosity toward white people, but that suburban life styles were different and social contacts with black friends were limited. They expressed a strong desire for additional contacts with the black community.

Economic pressures were a major concern. Most participants had obtained loans to stay in college. The intensity of the program made it nearly impossible for them to engage in part time work. The sixth-week reaction of one student succinctly stated her feelings:

> I feel kind of disgusted about not having any money. We are supposed do some volunteer work 4 hours/week for this Soc. thing and that makes me kind of mad to have to work for nothing especially someplace where I don't care to render my services anyway. It's bad enough to have to almost beg my parents for $10 which is barely enough to eat lunch and help T.J. with gas but then to have to go evenings and work too is enough to drive anybody. But I won't worry about it since there's nothing I can do. Que' Serra. . .

By the end of the seventh week, the SITE participants appeared to have resolved most of the problems relating to the physical environment and were ready to focus on their student teaching assignment. The following comment appears to summarize their attitudes: "This has been a pretty good week. I really enjoyed doing my observation and am ready to begin student teaching. I really enjoyed the micro-teaching this week and I think I did very well. I'm sure *I'm going to enjoy working with my supervising teacher.*"

Although no written, formal evaluation of SITE participants was made by the staff, continuous monitoring of student progress was an integral part of the program. Each student teacher was visited at regular intervals and weekly mental health seminars were held throughout the program.

In most instances, program activities were performance based. Thus, students were required to demonstrate skill in micro-teaching, chart supportive services for pupils offered by the school system, record observations in making an analysis of the physical environment of the community, and submit a comprehensive report of the socio-cultural environment.

During student teaching the staff and supervising teachers discovered, in some participants, a subject matter weakness in math and the language arts. With the cooperation of the Shawnee Mission School District consultants, a remedial program was carried out to strengthen participants' backgrounds in these subjects. In a final report to the District the staff unanimously recommended the employment of three program participants.

Supervising teachers were considered a vital part of the SITE program. They met with staff and participants for an informal buffet supper before activities began and participated in a one-day orientation with their student teachers on the first day of the program. Students spent an average of one and one-half days per week in the assigned classroom during the first seven weeks and were full-time student teachers for nine weeks. Thus, staff, students and supervising teachers formed a close-knit operating unit.

All supervising teachers rated SITE student teachers as above-average in performance. Special strengths noted were "rapport with students" and "encouraging honest relationships with and between students." Suggestions for improvement pointed to the need for continued effort to overcome inadequate backgrounds in academic preparation, particularly in communication skills.

Perhaps the most complete and illuminating evaluation of a participant came from a supervising teacher who missed a conference because of a dental appointment. While in the doctor's waiting room, she wrote these poignant comments:

What I appreciate about T.J. (His name – I like "Taylor Jeffries", but I won't call him that if he doesn't like it!)

1. He really likes children – it's obvious – he lights up in expression when he watches children or talks with them.

2. He is kind – with children, and with other people too (me also). There is no unkind teasing nor any harshness in his handling of discipline in our room.

I sense a genuine concern for the problems each child faces, as he becomes aware of them – and for older children he knows in other relationships.

3. His sense of humor is always operating, and a really nice smile goes with it. It's good to work with someone who can laugh easily and can enjoy kindergarten humor. (I'm also glad you know you mustn't laugh at the children. That would hurt them, and me!)

4. He is perceptive. A sensitive reaction to problems within a situation, or a personality, always seems to show up, and there is a growing tendency to handle the problem competently and calmly to ease the upset and start a positive reaction. (I have seen you help the children this way, often, T.J., and several times you have also helped me personally. I'm sure this will come across to fellow-teachers and to parents. **Do** keep helping when you see a spot like that, that others need you.)

5. He "fills in" fast whenever the cooperating teacher gets interrupted and takes over smoothly and capably. This is something that is wonderful in a team-teaching situation. It certainly is greatly appreciated by me, and lets the children know they can carry on with **either** teacher. (You are their friend now, as you can surely see. They trust you as a mature friend who can guide them firmly and wisely.)

6. He has a warm and pleasant voice, that always sounds courteous. (I hope you will also tell me **anything** that bothers or worries you. You are doing something new and difficult for you – and it would be difficult for others. I know I would find it very very hard to be the only teacher of my race in an all-**any**thing school! I admire your courage.)

7. More and more he is taking on responsibility about the school, and especially about our room materials to get out, to put away, bring from another room, bulletin boards, program-planning, etc. (I like it **very** much when you take over any area of planning, programming, record keeping, re-arranging, housekeeping and neatening-up, and whatever else. This isn't because I want to be relieved of my work, but because I want you to feel it's **your** room as well as mine (and the children's), and when you work on it too I think you may feel how much I want you to feel it's yours! Also, you will be taking care of your own room next year and you can be practicing all these things now on ours.

8. He has given me an opportunity to prove something I've long wanted to help prove — that an integrated kindergarten is the best kind. I would really like to blend all races, as I did once in a pre-school. Small children are the very best people to work with. I was so glad when Kyra came. But this is even better. We not only are integrating 2 races in kindergarten very happily, we also have a **man** teacher. That has got to be some kind of a record. (I'm so glad I got to be in on it!)

C. Summary of Objective Measures

As a further means of assessing program effects, inventories described previously were administered on a pre-post test basis. Results from these tests are shown on Tables 1, 2 and 3.

Table 1 shows test results from the Personal Orientation Inventory. Comparison scores from Cooperative Urban Teacher Education students from 10 sites across the nation, CUTE students from the original program in Kansas City, and a "normal" group provided by the inventory author, are also shown. It should be noted that generally pre- and post test scores for SITE students were not significantly different. Desired changes in terms of a "self-actualized" person occurred in sub-scales Ti (Time Incompetence), Tc (Time Competence), Ex (Existentiality), S (Spontaniety), Sa (Self Acceptance) and C (Capacity for Intimate Contact). Slight changes in an undesirable direction were shown in sub-scales O (Other Directedness), SAV (Self Actualizing Value), Fr (Feeling Reactivity) Nc (Nature of Man) and Sy (Synergy). Although these changes may be negative in terms of a "Self-Actualized" person, it is possible participants perceived the suburban environment as placing a negative value on inner-directed, self-actualizing minority personalities who are sensitive to their own needs and have high self regard. Such a possibility deserves further study.

An examination of Table 1 reveals SITE students' scores are more like the "normal" adult group than either CUTE group. On three sub-scales, Ti, Te, and Sr they were superior to all groups. For the most part, however, SITE scores were slightly below those of other groups.

Tabulations shown in Table 2 indicate changes in SITE participant perceptions of the Shawnee Mission community during the 16-week period. The extremely positive perceptions of participants recorded on the first day of the program should be noted. In a discussion period after the inventory was administered, participants revealed that they were almost totally unfamiliar with suburban life, had seldom, if ever, driven through a suburban community and developed their perceptions almost totally from hearsay and impressions gained from television, newspapers and books.

The second administration of the inventory, taken one day before the program ended, revealed students had become more negative concerning 14 of the 40 characteristics listed in the inventory. In only two cases did their perceptions change in a positive direction. It should also be noted that for eight additional characteristics some participants, while retaining positive perceptions, registered less positive (4 rather than 5) scores on the post test. Thus, for over one-half the listed characteristics, participants revealed less positive perceptions as a result of the intensive socio-culture exposure to the community.

These results are much like these also recorded in Table 2 for comparative purposes. They were compiled during a four-day workshop for 47 experienced inner-city teachers of Grand Rapids, Michigan, in the summer of 1973 who were being transferred to suburban schools. The similarities are startling. In both cases participants perceived suburban life in an extremely positive fashion. Both tended to become less positive as a result of intensive community analysis, while retaining an over-all positive image of the communities under investigation.

Relationships between supervising teachers and student teachers are a critical factor in the success of any student teaching experience. The staff believed these relationships would become even more critical in the SITE program. In order to provide additional support to both parties, training manuals, "Enriching Student Teaching Relationships," by Clothier and Kingsley were provided. These manuals contain activities designed to foster more open communication and improve interactive relationships. To determine

BEST COPY AVAILABLE

TABLE 1
Analysis of Pre-Post Test Results
Personal Orientation Inventory (POI)

MEAN SCORES

		SITE N=4	CUTE Diff. N=19	CUTE Original N=67	Normal Adult N-158
Ti	Pre	4.75	5.76		
	Post	4.25	5.34		5.06
Tc	Pre	18.25	16.94		
	Post	18.50	17.46		17.70
O	Pre	47.00	40.72		
	Post	48.25	37.70		37.35
I	Pre	78.00	84.16		
	Post	78.00	88.10		87.25
SAV	Pre	20.25	19.99	19.82	
	Post	19.00	20.79	20.49	20.17
EX	Pre	15.75	20.11	20.75	
	Post	18.50	21.18	22.25	21.80
Fr	Pre	14.50	15.38	15.36	
	Post	14.25	16.22	16.30	15.74
S	Pre	10.25	12.15	11.94	
	Post	10.50	12.71	12.52	11.65
Sr	Pre	14.25	12.70	11.96	
	Post	13.75	13.01	12.56	11.97
Sa	Pre	13.25	15.61	15.87	
	Post	14.75	16.66	16.82	17.09
Ne	Pre	12.25	11.82	11.83	
	Post	11.00	11.97	12.40	12.37
Sy	Pre	6.25	6.99	7.06	
	Post	6.00	7.19	7.40	7.32
A	Pre	14.75	16.05	16.42	
	Post	14.75	17.04	17.57	16.63
C	Pre	16.25	18.52	18.08	
	Post	17.00	19.76	19.66	18.80

TABLE 2
Analysis of Pre-Post Test Results
Community Perceptions Inventory
Percentage of Response

BEST COPY AVAILABLE

	SITE Students, N=4						Grand Rapids Inservice, N=47					
Social Characteristics	Positive Pre	(5 or 4) Post	Neutral Pre	(3) Post	Negative Pre	(2 or 1) Post	Positive Pre	(5 or 4) Post	Neutral Pre	(3) Post	Negative Pre	(2 or 1) Post
1. Cohesive Family	75.0	50	0.0	50.0	25.0	0.0	90.9	88.0	9.1	12.0	0.0	0.0
2. Two-parent Family	100.0	25	0.0	75	0.0	0.0	86.4	88.0	13.6	12.0	0.0	0.0
3. Stability	75.0	25	0.0	75	25.0	0.0	81.8	87.0	18.2	12.5	0.0	0.0
4. Moral	0.0	50.0	75.0	50.0	25.0	0.0	57.1	54.2	38.1	41.7	4.8	4.2
5. Satisfied	75.0	75.0	0.0	25.0	25.0	0.0	81.8	62.5	18.2	33.3	0.0	4.2
6. Law-abiding	100.0	50.0	0.0	50.0	0.0	0.0	72.7	56.0	31.8	44.0	9.1	0.0
7. Reliable	100.0	100.0	0.0	0.0	0.0	0.0	68.8	64.0	25.0	36.0	0.0	0.0
8. Truthful	50.0	50.0	25.0	25.0	25.0	25.0	54.5	45.8	30.9	33.3	4.5	20.8
9. Strong	75.0	50.0	0.0	25.0	25.0	25.0	72.7	70.8	22.7	29.2	4.5	0.0
10. Accepting	75.0	75.0	0.0	0.0	25.0	0.0	54.5	44.0	36.4	45.0	9.1	20.0
Physical Characteristics												
1. Spacious	100.0	100.0	0.0	0.0	0.0	0.0	90.9	76.0	9.1	16.0	0.0	8.0
2. Adequate Homes	100.0	100.0	0.0	0.0	0.0	0.0	90.9	92.0	9.1	4.0	0.0	4.0
3. Well-kept Neighborhoods	100.0	100.0	0.0	0.0	0.0	0.0	90.9	88.0	9.1	12.0	0.0	0.0
4. New	75.0	75.0	25.0	25.0	0.0	0.0						
5. Quiet	100.0	100.0	0.0	0.0	0.0	0.0	86.4	80.0	13.6	20.0	0.0	0.0
6. Improving	100.0	100.0	0.0	0.0	0.0	0.0	81.8	80.0	13.6	16.0	4.5	4.0
7. Pleasant	100.0	100.0	0.0	0.0	0.0	0.0	95.5	88.0	0.0	12.0	4.5	0.0
8. Peaceful	100.0	100.0	0.0	0.0	0.0	0.0	86.4	76.0	13.6	24.0	0.0	0.0
9. Clean	100.0	100.0	0.0	0.0	0.0	0.0	90.9	80.0	9.1	12.0	0.0	8.0
10. Planned Development	100.0	100.0	0.0	0.0	0.0	0.0						

(CONTINUED ON THE NEXT PAGE)

TABLE 2
(Continued)
Analysis of Pre-Post Test Results
Community Perceptions Inventory
Percentage of Response

BEST COPY AVAILABLE

	SITE STUDENTS, N=4						Grand Rapids Inservice, N=47					
Economic Characteristics	Positive (5 or 4) Pre	Post	Neutral (3) Pre	Post	Negative (2 or 1) Pre	Post	Positive (5 or 4) Pre	Post	Neutral (3) Pre	Post	Negative (2 or) Pre	Post
1. Powerful	100.0	100.0	0.0	0.0	0.0	0.0	81.8	76.0	18.2	8.0	0.0	16.0
2. Home Owners	100.0	100.0	0.0	0.0	0.0	0.0	86.4	84.0	4.5	8.0	9.1	8.0
3. High Income	100.0	100.0	0.0	0.0	0.0	0.0	68.2	64.0	27.3	20.0	4.5	16.0
4. Ambitious	100.0	100.0	0.0	0.0	0.0	0.0	90.9	92.0	9.1	8.0	0.0	0.0
5. Professional	100.0	100.0	0.0	0.0	0.0	0.0						
6. Full Employment	100.0	100.0	0.0	0.0	0.0	0.0	90.9	72.0	4.5	16.0	4.5	12.0
7. Self Sufficiency	100.0	100.0	0.0	0.0	0.0	0.0	100.0	79.2	0.0	12.5	0.0	8.3
8. Assisting	100.0	75.0	0.0	0.0	0.0	25.0	77.3	37.5	13.6	45.8	9.1	16.7
9. Hope	100.0	75.0	0.0	0.0	0.0	25.0	95.5	96.0	4.5	4.0	0.0	0.0
10. Growth	100.0	75.0	0.0	25.0	0.0	0.0						
Educational Characteristics												
1. Sensitive Teachers	100.0	75.0	0.0	25.0	0.0	0.0	68.2	64.0	22.7	12.0	9.1	24.0
2. Integrated Schools	0.0	0.0	0.0	0.0	100.0	100.0	27.7	40.0	36.4	12.0	37.5	48.0
3. Nonthreatened Teachers	100.0	50.0	0.0	25.0	0.0	25.0	59.1	56.0	31.8	20.0	9.1	24.0
4. Parent Involvement	50.0	100.0	0.0	0.0	50.0	0.0	72.7	72.0	22.7	16.0	4.5	12.0
5. Adequate Schools	100.0	100.0	0.0	0.0	0.0	0.0	90.9	72.0	0.0	4.0	9.1	24.0
6. Sensitive Administrators	100.0	75.0	0.0	25.0	0.0	0.0	66.7	80.0	28.6	16.0	4.8	4.0
7. Relevant Curriculum	100.0	75.0	0.0	25.0	0.0	0.0	68.2	72.0	18.2	20.0	13.6	8.0
8. Few Disciplinary Problems	50.0	25.0	25.0	0.0	25.0	75.0	54.5	40.0	36.4	28.0	9.1	32.0
9. Many Learning Resources	100.0	75.0	0.0	0.0	0.0	25.0	81.8	72.0	18.2	4.0	0.0	24.0
10. Achievement	100.0	100.0	0.0	0.0	0.0	0.0	90.9	72.0	9.1	28.0	0.0	0.0

TABLE 3
Analysis of Pre-Post Test Results
Interpersonal Perception Method

MEAN SCORES

	PRE-TEST	POST-TEST *
SITE Program	100.25	108.50
Chicago State Univ.	100.04	107.22

the effects of this training, the Interpersonal Perception Method Inventory, described earlier, was used. Scores were determined by the degree of agreement among the members of each teaching team. Table 3 shows the mean scores for these tests. The results reveal a statistically significant difference between the pre-test and post-test. It is concluded supervising teachers and student teachers developed greater agreement in interpersonal perceptions during the course of the program.

The results confirm results also shown in Table 3 of a training program at Chicago State University in 1973. Chicago State University students and supervising teacher teams participated in a five-day workshop using the same materials. In both instances, statistically significant differences of a positive nature were found.

Summary and Conclusions

Based upon both subjective and objective measures, the pilot SITE program must be termed successful. It would appear the program provided participants with experiences that enabled them to form realistic perceptions of a suburban community and understand problems they would likely encounter as teachers in such a setting. They were provided with emotional support needed to cope successfully with socio-cultural conditions encountered in a strange environment. By their own admission, they exhibited a feeling of confidence in accepting the challenge of teaching in suburban classrooms. This confidence was validated by staff and supervising teacher estimates of their competence.

Experience gained from this limited pilot test revealed initial anxieties and insecurities in participants beyond staff anticipations. If these anxieties are shared by many of the minority teachers now being employed in suburban systems, these schools face continuing problems and minority teachers risk unfair evaluations.

Teachers cannot be effective in the classroom if they fear for their personal safety. Uncertainties regarding their status in the community and unresolved feelings toward their role in the educational program must be met realistically. It is doubtful that traditional teacher training programs are designed to meet these issues. Thus, a program of this nature can play a significant role in improving teacher effectiveness.

It would further appear this pilot study has significant implications for the successful transition of experienced minority teachers to suburban schools. If the present trend toward further

desegregation of teachers in suburban schools continues, such training will play an indespensable role in promoting successful change. To ignore this need is to invite the failure of an essential step toward cultural pluralism in our society.

The SITE program appeared to enjoy favorable public support from community leaders in general and from local newspapers in particular. Perhaps the best possible summary of the program's promise is verbalized by a community resident responding to a newspaper editorial. Her letter to the editor said:

> It was gratifying to read your positive appraisal of the SITE program in a recent editorial.
>
> Our family has been privileged to become well-acquainted with the young ladies and gentlemen who have participated in the program. Last year, Miss _____ lived with us while the program was in progress and this year, Miss _____ has been a guest in our home for the duration of the program.
>
> In four months you learn a lot about persons. These young leaders and their friends are ladies and gentlemen in the true sense of the word. It is to be hoped that one or more will be placed permanently in one of our district schools.
>
> My friends prefer to ignore the fact that a black person is living in our home as a friend, not a servant, and I think most people think that if ignored they will go away.
>
> This is a sad reaction. We have much to gain from association with these young people.
>
> I'm sure few of us realize the tension they must face as they go about the area "sticking out like a sore thumb," as one of them described it.
>
> Again, thanks for the friendly editorial, and won't it be nice when it is no longer news that "blacks" are teaching in the district, and what better way than through the SITE program?
>
> Signed: _____

BIBLIOGRAPHY

1. Anderson, Norma Jean, "Black Teachers Round Out Faculties," **Minnesota Journal of Education**, 49: 11-13, November, 1968.

2. Berger, Michael, "Why Not Specialists In Suburban Education," **Journal of Teacher Education**, 24: 285-288, Winter, 1973.

3. Bosma, Boyd, "Racial Discrimination Against Teachers," **Integrated Education**, 10: 59-62, January-February, 1972.

4. Brown, William E.; Payne, L. Tyrone; Lankewich, Conrad; Cornell, Lionell L., "Praise, Criticism and Race" **Elementary School Journal**, 373-377, April, 1970.

5. Claye, Clifton, "Problems of Cross-Over Teachers: An Opportunity for Creative Principals," Texas Southern University, **Educational Resources Information Center**, April 19, 1972.

6. Clothier, Grant and Lawson, James, **Innovation in the Inner City**, Kansas City, Mid-continent Regional Educational Laboratory, 1969.

7. Elliott, Virginia A. "Suburbia Reaches Out," **English Journal**, 59: 660-64, May, 1970.

8. "Elusive Black Educator: How to Find, Hire and Keep Him," **School Management**, 13: 54-85, March 1969.

9. Flannery, Harold J. "School Desegregation Law: Recent Developments," **Integrated Education**, January-February, 1972.

10. Johnson, Harold T. "Integration An Assessment," **Educational Leadership**, 26: 147-150, November, 1968.

11. "Leadership Development and Human Relations Seminar, 1969: Second Annual Teacher Desegregation Institute," **Educational Resources Information Center**, June, 1969.

12. Lesson, Jim. "Desegregation, the Pace Quickens in the South," **Educational Resources Information Center**, April, 1967.

13. Levine, Daniel U. "Interracial Attitudes and Contacts Among a Sample of White Students in Suburban Secondary Schools," Center for the Study of Metropolitan Problems in Education, University of Missouri-Kansas City, May, 1970.

14. Levine, Daniel U. "The Segregated Society: What Must Be Done" **Phi Delta Kappa**, 50: 264-269, January, 1969.

15. "No Widespread Search for Black Teachers, Officials," **Nations Schools** 85: 45, May, 1970.

16. Owen, John O. "Racial Bias in the Allocation of Teachers in Sixty-nine Urban Elementary School Systems," John Hopkins University, Baltimore, Maryland Center for the Study of Social Organization of Schools, November, 1969.

17. "Project for the Inservice Preparation of Teachers for the Desegregation of School Faculties Through the Implementation of Team Teaching. Technical Progress Report, April 1, 1967 – June 30, 1967." Chattanooga Public Schools, Tennessee **Educational Resources Information Center**, June, 1967.

18. Soptick, John, "Consultant Evaluation Report, Grand Rapids Staff Desegregation Workshop" Midwest Educational Training and Research Organization, 1973. Unpublished.

19. Weigel, Stanley A., "Supreme Court Ruling Applied in California," **Integrated Education**, 9: 29-33, July, 1971.

20. Wynn, Cordell, "Black and White in Bibb County Classrooms," **Integrated Education**, 9: 10-16, July, 1971.